

## Midland Elementary

3011 Nichols Hwy.  
Galivants Ferry, S.C. 29544

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	460 Students	
<b>Principal</b>	Deb Colliver	843-358-3036
<b>Superintendent</b>	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	28	59	3	0

## IMPROVEMENT RATING

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Average	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Good	Unsatisfactory	Yes
<b>2006</b>	Good	Good	Yes

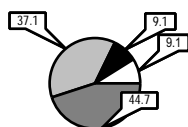
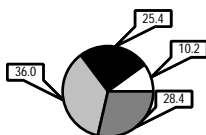
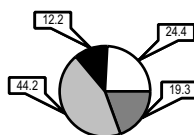
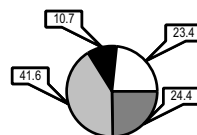
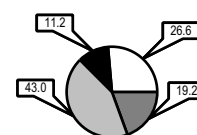
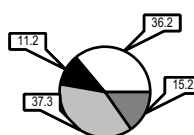
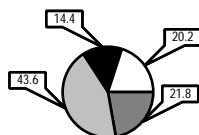
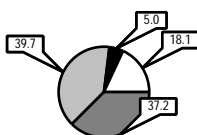
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	209	100.0	9.1	37.1	44.7	9.1	69.5	Yes	Yes
<b>Gender</b>									
Male	116	100.0	12.1	40.2	41.1	6.5	65.4	N/A	N/A
Female	93	100.0	5.6	33.3	48.9	12.2	74.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	185	100.0	8.0	34.9	48.0	9.1	72.6	Yes	Yes
African American	21	100.0	21.1	52.6	15.8	10.5	36.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	179	100.0	4.7	36.1	48.5	10.7	75.1	N/A	N/A
Disabled	30	100.0	35.7	42.9	21.4	0.0	35.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	209	100.0	9.1	37.1	44.7	9.1	69.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	100.0	9.2	36.9	44.6	9.2	69.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	125	100.0	12.7	39.8	41.5	5.9	61.9	Yes	Yes
Full-pay meals	84	100.0	3.8	32.9	49.4	13.9	81.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	209	100.0	10.2	36.0	28.4	25.4	66.0	Yes	Yes
<b>Gender</b>									
Male	116	100.0	13.1	29.0	30.8	27.1	66.4	N/A	N/A
Female	93	100.0	6.7	44.4	25.6	23.3	65.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	185	100.0	6.9	36.0	29.7	27.4	69.7	Yes	Yes
African American	21	100.0	36.8	36.8	15.8	10.5	36.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	179	100.0	5.3	33.1	32.5	29.0	74.0	N/A	N/A
Disabled	30	100.0	39.3	53.6	3.6	3.6	17.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	209	100.0	10.2	36.0	28.4	25.4	66.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	100.0	9.7	36.4	28.2	25.6	66.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	125	100.0	15.3	41.5	26.3	16.9	54.2	Yes	Yes
Full-pay meals	84	100.0	2.5	27.8	31.6	38.0	83.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	209	100.0	24.4	44.2	19.3	12.2	31.5
<b>Gender</b>							
Male	116	100.0	20.6	43.0	20.6	15.9	36.4
Female	93	100.0	28.9	45.6	17.8	7.8	25.6
<b>Racial/Ethnic Group</b>							
White	185	100.0	21.1	45.1	20.6	13.1	33.7
African American	21	100.0	52.6	31.6	10.5	5.3	15.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	179	100.0	18.3	45.0	22.5	14.2	36.7
Disabled	30	100.0	60.7	39.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	209	100.0	24.4	44.2	19.3	12.2	31.5
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	100.0	24.1	44.1	19.5	12.3	31.8
<b>Socio-Economic Status</b>							
Subsidized meals	125	100.0	32.2	47.5	11.9	8.5	20.3
Full-pay meals	84	100.0	12.7	39.2	30.4	17.7	48.1

<b>Social Studies</b>							
All Students	209	100.0	23.4	41.6	24.4	10.7	35.0
<b>Gender</b>							
Male	116	100.0	24.3	39.3	19.6	16.8	36.4
Female	93	100.0	22.2	44.4	30.0	3.3	33.3
<b>Racial/Ethnic Group</b>							
White	185	100.0	21.7	41.7	26.3	10.3	36.6
African American	21	100.0	42.1	31.6	10.5	15.8	26.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	179	100.0	18.3	41.4	27.8	12.4	40.2
Disabled	30	100.0	53.6	42.9	3.6	0.0	3.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	209	100.0	23.4	41.6	24.4	10.7	35.0
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	100.0	23.6	41.0	24.6	10.8	35.4
<b>Socio-Economic Status</b>							
Subsidized meals	125	100.0	31.4	44.9	16.9	6.8	23.7
Full-pay meals	84	100.0	11.4	36.7	35.4	16.5	51.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	60	100.0	0.0	10.2	81.4	8.5	89.8
	4	64	100.0	8.5	42.4	47.5	1.7	49.2
	5	52	100.0	11.1	53.3	31.1	4.4	35.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	100.0	7.2	30.4	43.5	18.8	62.3
	4	64	100.0	6.8	37.3	52.5	3.4	55.9
	5	71	100.0	13.0	43.5	39.1	4.3	43.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	60	100.0	5.1	55.9	33.9	5.1	39.0
	4	64	100.0	1.7	40.7	32.2	25.4	57.6
	5	52	100.0	6.7	44.4	28.9	20.0	48.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	100.0	13.0	39.1	26.1	21.7	47.8
	4	64	100.0	6.8	30.5	40.7	22.0	62.7
	5	71	100.0	10.1	37.7	20.3	31.9	52.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	60	100.0	15.3	66.1	13.6	5.1	18.6
	4	64	100.0	32.2	44.1	15.3	8.5	23.7
	5	52	100.0	35.6	40.0	11.1	13.3	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	100.0	27.5	47.8	18.8	5.8	24.6
	4	64	100.0	15.3	47.5	25.4	11.9	37.3
	5	71	100.0	29.0	37.7	14.5	18.8	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	60	100.0	5.1	64.4	23.7	6.8	30.5
	4	64	100.0	13.6	52.5	23.7	10.2	33.9
	5	52	98.1	40.0	40.0	11.1	8.9	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	100.0	18.8	43.5	34.8	2.9	37.7
	4	64	100.0	18.6	42.4	23.7	15.3	39.0
	5	71	100.0	31.9	39.1	14.5	14.5	29.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 460)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.2%	Up from 0.8%	2.6%	2.8%
Attendance rate	95.6%	Down from 96.3%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.8%	0.0%	0.0%
Eligible for gifted and talented	22.3%	Up from 21.5%	11.5%	10.4%
On academic plans	32.6%	N/AV	35.0%	33.6%
On academic probation	0.0%	N/AV	1.4%	1.0%
With disabilities other than speech	4.6%	Up from 3.4%	8.3%	7.5%
Older than usual for grade	0.7%	Down from 0.8%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 30)</b>				
Teachers with advanced degrees	53.3%	Up from 44.4%	54.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	16.3%	N/A	0.2%	2.4%
Teachers with emergency or provisional certificates	10.3%	Up from 4.0%	0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 87.6%	88.1%	87.3%
Teacher attendance rate	94.8%	Up from 94.4%	94.7%	94.9%
Average teacher salary	\$43,887	Up 5.9%	\$42,539	\$42,485
Prof. development days/teacher	11.7 days	Down from 17.5 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.5 to 1	18.8 to 1	18.6 to 1
Prime instructional time	89.3%	Down from 90.3%	89.4%	89.7%
Dollars spent per pupil*	\$6,711	Down 3.1%	\$6,360	\$6,557
Percent of expenditures for teacher salaries*	58.8%	Down from 61.0%	63.5%	64.0%
Percent of expenditures for instruction*	63.9%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2005-06 school year at Midland Elementary continued to show successes in several areas. The educational Oversight Committee recognized Midland for the third year in a row for Closing the Gap between historically at-risk subgroups and majority students. The Horry County Schools district recognized Midland for meeting Adequate Yearly Progress (AYP) and the school received a Gold Award for that accomplishment.

Other goals met or exceeded included having 100% of parents participating in PLP (personalized learning plan) conferences and 90% plus of K students were reading at or above level four as measured by the Diagnostic Reading Assessment (DRA).

School services, including family/school programs, continued offering parenting workshops, family literacy nights, workshops for daycare centers, home and daycare visitations, book giveaways, support of several charitable events, community event involvement, and more. The school offered more than fifteen academic interventions for students ranging from the most at risk to the most accelerated. Examples of this are Headsprouts, reading interventionist, after-school-tutorial, pre-algebra, cross-grade instruction, and more.

Students participated in chorus (three students were selected for All State Jr. Chorus), gifted/talented program, Lt. Governor's Writing Contest, National Spelling Bee, HTC REEL Kids, Time-Warner Hero Highlights, HCSWA recycling program, and more.

The school PTO raised funds for sound equipment, fine arts, school beatification, auditorium needs, and other improvements.

Staff development for teachers concentrated on literacy comprehension and use of new technology. Staff members continued to add to their own professional growth by beginning on master's programs and others on National Board Certification. Student population continued to grow to over building capacity and is expected to continue this trend.

Wiley Taylor, Principal, 2005-06  
Caren Jenerette, SIC chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	68	52
Percent satisfied with learning environment	96.8%	95.6%	96.1%
Percent satisfied with social and physical environment	96.8%	94.1%	90.2%
Percent satisfied with school-home relations	100.0%	94.1%	96.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.